

## ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

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### *U.S. Department of Education*

#### **Cover Sheet**

Type of School: ☒ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal Dr. Rita Shloush, Head of School

Official School Name Maimonides Academy/Yeshivat Rambam

School Mailing Address 6300 Park Heights Avenue  
Baltimore, Maryland 21215-2906

County (no county) School Code Number\* NA

Telephone (410) 358-6091 Fax (410)- 358-4229

Website/URL: <http://www.yrambam.org/> E-mail: [shloushr@yrambam.org](mailto:shloushr@yrambam.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date\_\_\_\_\_

Name of School Board  
President/Chairperson Mr. Harry Kozlovsky, President of the Board of Trustees

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date\_\_\_\_\_

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*

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## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.



[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |                    |                                  |
|--------------------|----------------------------------|
| 100                | % White                          |
| _____              | % Black or African American      |
| _____              | % Hispanic or Latino             |
| _____              | % Asian/Pacific Islander         |
| _____              | % American Indian/Alaskan Native |
| <b>100 % Total</b> |                                  |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 24.3%

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

<b>(1)</b>	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	34
<b>(2)</b>	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	27
<b>(3)</b>	Subtotal of all transferred students [sum of rows (1) and (2)]	61
<b>(4)</b>	Total number of students in the school as of October 1 (same as in #5 above)	251
<b>(5)</b>	Subtotal in row (3) divided by total in row (4)	.243
<b>(6)</b>	Amount in row (5) multiplied by 100	24.3%

8. Limited English Proficient students in the school: 0  
 0 = Total Number Limited English Proficient  
 Number of languages represented: 2  
 Specify languages: English and Hebrew (Ivrit)

9. Students eligible for free/reduced-priced meals: NA %

Total number students who qualify: NA

We do not tabulate or maintain information on family income.

10. Students receiving special education services: 9.4 %

41 Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

___Autism	___	Orthopedic Impairment
___Deafness	4	Other Health Impaired
___Deaf-Blindness	17	Specific Learning Disability
___Hearing Impairment	20	Speech or Language Impairment
___Mental Retardation	___	Traumatic Brain Injury
___Multiple Disabilities	___	Visual Impairment Including Blindness

11. Indicate number of full-time and part-time staff members in each of the categories below:

**Number of Staff**

	<u><b>Full-time</b></u>	<u><b>Part-Time</b></u>
Administrator(s)	3	3
Classroom teachers	27	30
Special resource teachers/specialists	3	3
Paraprofessionals	7	3
Support staff	7	6
Total number	47	48

12. Average school student-“classroom teacher” ratio: 8:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	95.79%	95.01%	97.05%	96.83%	97.1%
Daily teacher attendance	94.82%	95.6%	95.6%	95.2%	96.7%
Teacher turnover rate	19%	11.5%	18.2%	14.7%	18.2%
Student dropout rate (middle/high)	0%	0%	0%	0%	0%

## PART III – SUMMARY Maimonides Academy/Yeshivat Rambam

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Maimonides Academy/Yeshivat Rambam is a co-educational, multi-faceted, dual-curriculum, modern Orthodox school in Baltimore, Maryland. We are applying for the No Child Left Behind Blue Ribbon for our Elementary School and Middle School. Yeshivat Rambam is an institution that is producing the highest caliber of educated teenagers in an orthodox, Zionist environment.

Our defining principles are (1) the belief that the practice of Judaism must be expressed through ongoing Torah (Bible) study and through an abiding commitment to the observance of the dictates of Halacha (Jewish law); (2) the concept of Torah U'Mada (the belief that the study of Judaic based knowledge should be combined with the study of general studies) and (3) the concept of Religious Zionism.

We have gone past the basics of teaching Language Arts, Mathematics and Judaic Studies, and we have developed a rich, multi-layered extensive program, which augments our curriculum in diverse areas such as community involvement, Torah learning *lishma* (for its own sake), social action, political awareness and peer networking.

At the onset, we set Yeshivat Rambam's standards high, in order to provide excellence in education. We have succeeded in offering an academically rigorous program and are proud to say that our students are excelling in every academic and non-academic area.

The Administration works with and supervises our team of exceptional teachers who implement the curriculum and interact with the students each day, conveying a love for learning and a passion for knowledge. Teachers use many creative approaches to learning, addressing the children's many needs and learning styles. We strive to enable each child to realize his or her own maximum potential in the spheres of academic, religious and personal growth. Our graduates, flourishing in *yeshivot* (post-high school learning centers) and universities, are testimony to the remarkable success of our educational mission.

When we say Yeshivat Rambam is a "way of life," it is personified by involvement with school programs over and above the student-teacher interaction in the classroom. Students are actively engaged in Torah learning; on a weekly basis students spend Shabbat afternoons at their *rebbeims'* (Rabbi's) homes as well as with the families of the Torah MiTzion Kollel (advanced Judaic learning center). The optional Saturday night Parent/Child Learning program has developed to one hundred attendees on a weekly basis, with children telling their parents that they love the program. *Mishmar*, the after-school Torah learning program, not only has the traditional boys program, but also includes a girls' session for the second year in a row and was initiated at their request.

So, too, Yeshivat Rambam's dreams have been actualized into today's reality. The Torah, teaches us not to stagnate but to continue to learn and progress. Our Early Childhood Center (ECC) is in its third year and our High School is about to graduate its fifth class. As these are newer schools with distinct administrative heads, we have decided to apply for the No Child Left Behind Blue Ribbon Award for our Elementary School and our Middle School only.

With the Torah as our shining light, guiding us to live our lives as Torah Jews, we have built a school steeped in academic success, vitality, and excellence.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

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### 1. Describe in one page the meaning of the school's assessment results.

The CTBS TerraNova test results are an independent measure of the effectiveness of our General Studies course of study. We have developed our curriculum based on the standards established by national organizations, such as the National Council of Teachers of Mathematics and the National Council of Teachers of English. Our teachers, parents and students indicate that the academic program is rigorous, challenging and academically stimulating.

We utilize a nationally recognized standardized test to verify this statement. The test we have chosen is the Comprehensive Test of Basic Skills, TerraNova version. We have been utilizing standardized testing for eight years as an impartial measure of our academic program.

The highest grade that we currently test is our eighth grade. The mean NCE scores are indicated in the table.

Table 1 Test results for Yeshivat Rambam

	Mean NCE score, from May 2004	National 90 <sup>th</sup> percentile score, provided by CAPE	Do we exceed the 90 <sup>th</sup> percentile?
Reading	70.7	65.8	YES
Mathematics	69.6	65.5	YES

Source: CTBS testing results

The mean NCE score is an accepted way of measuring the performance of a group, in this case, our student body. We are scoring at a very high level, over the 90<sup>th</sup> percentile, and hence meet the testing qualifications for the No Child Left Behind Blue Ribbon Award.

The 90<sup>th</sup> percentile means, that of all the schools tested, we test better than at least 90% of the schools. We are in the top ten percentile nationally, based on this test.

We believe this is truly remarkable, as our curriculum is a dual curriculum. Our students have in addition to the usual array of elementary and middle school subjects, a second complete set of classes in Judaic Studies. Our Judaic Studies program is just as rigorous and encompasses half of our school day.

### 2. How the school uses assessment data to understand and improve student and school performance?

Assessment data is analyzed by the department chairs of mathematics and language arts under the direction of the General Studies Administrator. Since curriculum development is an on-going process, changes, both minor and substantial, in our curriculum will occur.

For example, after studying our mathematics results we have made two changes. First we required mathematics homework for all grades to be assigned each night to improve scores in the computational test items. Secondly, we have determined the need to incorporate more word problems throughout the

elementary school grades. Materials are currently under review for inclusion into our curriculum.

By analyzing students' test results in Language Arts, we determined that our previous curriculum, which was based almost exclusively on literature, was not strong enough to consistently create students with competent diverse verbal abilities. We decided that a three strand approach--integrating literature, grammar and composition--to Language Arts instruction would serve our students' needs more effectively and would allow them to meet learning objectives for Language Arts more completely. The process of curriculum development is ongoing; we are currently revising the language arts program.

### **3. Describe how the school communicates student performance, including assessment data, to parents, students, and the community.**

In order to ensure that parents understand what the data actually means, the General Studies Administrator meets, upon their request, individually with the parents to distribute the results. During these meetings, the meaning of the education jargon used for test reporting (NCEs, grade equivalencies) is discussed with the parent. It is the parent's decision to share the results with the child or not.

The data is also shared with teachers in individual conferences for two purposes: (1) to evaluate the effectiveness of the previous year's instructional program and (2) to select appropriate objectives and teaching strategies for the upcoming year.

All parents receive three formal reports from the school concerning their child's academic progress during the year. Parent conferences are scheduled twice a year for all parents. Telephone conversations between staff and parents are common; with all parents of students up to grade five receiving a teacher telephone call by the end of September. Parents of middle school student receive a mid-trimester report as well, thus bringing their total to six reports a year.

Academic and other honors are publicized in The Jewish Times, a weekly magazine, and in the Who Where When, an orthodox community monthly publication. Our weekly Friday Packet routinely carries information concerning student achievement, the month charity monetary totals and in-school accomplishments.

Our website [www.yrambam.org](http://www.yrambam.org) is also a source of information for our parents.

## **PART V – CURRICULUM AND INSTRUCTION**

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### **1. Describe in one page the school's curriculum.**

**Yeshivat Rambam is a dual curriculum school.**

**GENERAL STUDIES** (one half school day)

**English (Language Arts)** We are using the phonics-based Open Court Reading program for grades K to 2. In grades 3 to 5, the language-based MacMillan McGraw-Hill reading program is used. Trade books are introduced as well as narrative, informational and expository writing. The middle school language arts program has three strands: grammar, writing and literature.



**Mathematics** - The mathematics program is based upon mastery of operations and understanding of basic concepts during the elementary years. There are milestones for achievement for each grade. The middle school years focus on achieving a mastery of arithmetic skills and all students begin formal algebra in the seventh or eighth grade.

**Science** – Our science program follows three strands from grades 1-5: the human body, the natural world, and physical science. In middle school, the curriculum has been constructed to address physical science, earth science and life science units each year.

**Social Studies** - The grades K–2 are exposure grades, in which the social studies curriculum is used to explore our immediate community. We continue with Maryland (3rd grade), the United States today (4th), United States history (5th), world geography (6th), ancient history to the Renaissance (7th) and United States history up to 1877 (8th).

**The Arts** - Subject specialists instruct art (Grades one to five) and music (Kindergarten to Grade five) as a part of the school day. Due to our religious laws, music instruction stops at the end of grade five. Art is offered in the middle school as a part of the exploratory program.

**Foreign Language** - Ivrit (Hebrew) is instructed daily to all our classes.

**Physical Education** - Our physical education program is coordinated instructional program of personal fitness and team sports. It is taught twice a week in elementary school and once a week in middle school. The middle school sports program augments the physical education program.

## **JUDAIC STUDIES** (one half school day)

In the elementary Judaic studies program, the teachers are setting the foundations for the more formal courses, which start in middle school. We have developed a skill list for each subject by grade level.

**Chumash (First five books of the Bible)** The students begin in kindergarten using the Parashat Hashavua (the portion of the Bible read weekly in the synagogue). During the elementary school years the 613 *mitzot* (commandments) are interspersed throughout the curriculum. We continue with Exodus in the fifth and sixth grade. Middle school continues with selections from Leviticus in the sixth grade, and with Numbers in the seventh and eighth grade.

**Talmud (The Oral Law)** -The Mishna(oral commentary on the Torah) is introduced in our fourth grade curriculum. In the middle school years the study focuses on the Gemara (oral commentary on the Mishna.) Students are introduced to basic Aramaic vocabulary and to basic Talmudic methodology.

**Navi (The Prophets)** Navi is the study of the books of the Bible, with Joshua (4<sup>th</sup>grade), Judges (5<sup>th</sup>), Samuel (6<sup>th</sup> and 7<sup>th</sup>) and Kings I (8<sup>th</sup>).

**Tefilah (Prayer)** Prayer is a basic component of the Judaic Studies curriculum. Children are taught starting in kindergarten to express their feelings to G-d, asking Him for things that they need and gratefully thanking Him for the things that they have. In Middle School we say our morning and afternoon prayers together as a part of our school day.

## **2. Describe the school's reading curriculum.**

For grades K to 2, we are in the sixth year of the phonetics-based Open Court Reading program. This is a natural fit, as we also teach Ivrit (Hebrew) starting in kindergarten in the Judaic Studies program.

Hebrew is a strictly phonetic language. Based upon our teachers' recommendations and confirmed by the independent standardized tests, the students are ready for the MacMillan McGraw-Hill reading program in grades three to five. This is our third year using this reading program. It allows us more flexibility than our previous reading program, allowing for grouping as needed. As we continue in these grades, trade books are introduced as well as narrative, informational and expository writing.

In the middle school language arts program, writing grammar, literature, study skills and vocabulary development continue to be the foundation of the curriculum. Starting the first grade, the English and the social studies programs are interconnected. The English skills are instructed using the social studies

content. Critical thinking skills are implemented systematically starting in the sixth grade classes. We have begun a review of our middle school English sequence and are revamping it to contain three strands, which will be grammar, writing and literature.

**3. Describe in one-half page one other curriculum area of the school's choice and show how it relates to essential skills and knowledge based on the school's mission.**

The Midot program (character building) is an award-winning program for all elementary students. Each month a different *midah* (behavior) is select for the school and stressed for the entire month. Teachers reinforce this *midah* in the classroom using resource material, stories, songs and activities. Children who exhibit the *midah* are given recognition. Parents reinforce this project at home and send notes when these midot are demonstrated at home.

The character traits for our *Midot* program change from year to year. Previous themes serve as a good definition of the program: greeting others nicely, saying that you are sorry, cleanliness and neatness, honoring parents and teachers, saying thank you, being kind to the sick, doing good deeds and giving to charity. The Midot program continues in the middle school; however, it is not identified as such.

**4. Describe in one-half page the different instructional methods the school uses to improve student learning.**

Yeshivat Rambam's educational philosophy is based on one central organizing principle. Each child is an important individual living in a wider community. The school, therefore, places heavy emphasis on the use of a variety of modalities in the classroom, and on close cooperation with parents, in order to enable each child to realize his or her own maximum potential in the spheres of academic, religious, and personal growth.

Our instructional program is closely monitored. Strategies are shared and adjustments are made in teaching methods to help ensure students meet the instructional objectives. Students receiving instructional accommodations and/or learning outcome modifications are also discussed.

Due to the time constraints inherent in a dual curriculum program, the ES teachers coordinate special events, projects, tests, and nightly homework assignments in order realistically maximize available time. In addition to doing the same, the MS administrative team also restricts homework by subject to specific nights, thus forcing teachers to assign quality, instead of quantitative, projects and homework assignments.

Within each classroom teachers utilize a variety of techniques: whole class instruction, grouping, demonstrations, lab lessons, brainstorming, individual tasks, open-ended projects, group reports, inquiry-based instruction, student presented information, teach-evaluate-reteach, student lead discussions and technology enhancement. We have hired an Educational Technologist to facilitate the effective integration of technology within the curriculum, which in turn expands and diversifies the instructional program.

Our approach is student centered. Sometimes, students are required to attend the Learning Center (which opened in September 2003) to remediate a weakness or to fill in a missing instructional piece. Some students have a shadow teacher; some students have tutors. In the MS school, some students have individualized schedules taking classes with students from different grade levels.

We consistently maintain high levels of achievement for all students due to our variety of instructional methods within each classroom.

**5. Describe in one-half page the school's professional development program and its impact on improving student achievement.**

Our faculty and administration are active participants in workshops, conferences and other activities sponsored by the following organizations: Association of Independent Maryland Schools, Council for Jewish Education, The Association of Modern Orthodox Day Schools and High Schools, World Council for Torah Education, the Torah Umesorah Council of Principals, Bar Ilan University (Tel Aviv, Israel) and Yad Vashem (Jerusalem, Israel.). In settings such as these, teachers establish professional friendships, connections and out-of-school networking resources.

Focused staff development has been on staff technology utilization. We have used in-service days and release days as well as after school sessions and faculty meetings to accomplish this. Our staff has learned to use the Microsoft Office family of products, Davka Writer (a Hebrew language word processing program) and the report card manipulation in DDC's (Dynamic Data Corporation) software.

Professional development activities have a direct impact on the effectiveness of our school program. Each year a teacher is sent to Israel for intensive in-service training. This expertise is shared with the faculty during the faculty meetings during the course of the next school year. Two summers ago our Social Studies department chair attended a Holocaust instructional program at Yad Vashem Holocaust Studies Center and is now a resource for all teachers, grade K – 8, for the appropriate teaching of the Holocaust within our school program. During the summer of 2003, the General Studies Administrator attended a two-week Principal's Leadership Seminar at Bar Ilan University to further strengthen his administrative skills within an orthodox school. In 2004, the Math and Science Department Chair attended the Kivunim program at Kibutz Ramat Rachel in Israel.

## **PART VI - PRIVATE SCHOOL ADDENDUM**

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

Private school association(s): Association of Independent Maryland Schools  
Middle States Association of Colleges and Schools  
Association of Modern Day Schools and Yeshiva High Schools  
Torah Umesorah Council of Principals

1. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No \_\_\_\_\_

2. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ 6800 K	\$ 6950 1 <sup>st</sup>	\$ 6950 2 <sup>nd</sup>	\$ 7350 3 <sup>rd</sup>	\$ 7350 4 <sup>th</sup>	\$ 7750 5 <sup>th</sup>
\$ 7750 6 <sup>th</sup>	\$ 8150 7 <sup>th</sup>	\$ 8150 8 <sup>th</sup>	\$ 8450 9 <sup>th</sup>	\$ 8450 10 <sup>th</sup>	\$ 8750 11 <sup>th</sup>
\$ 8750					

12<sup>th</sup>

- |   |         |
|---|---------|
| 4. What is the educational cost per student?<br>(School budget divided by enrollment)                     | \$ 9850 |
| 5. What is the average financial aid per student?   | \$ 1900 |
| 6. What percentage of the annual budget is devoted to<br>scholarship assistance and/or tuition reduction? | 19 %    |
| 7. What percentage of the student body receives<br>scholarship assistance, including tuition reduction?   | 47 %    |

## PART VII - ASSESSMENT RESULTS

Grade: **First** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>First</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	20/22	27/29	27/27	27/27	29/37
Percent Tested	91%	93%	100%	100%	85%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0	0%	0%	0%
Total Battery Score	74.3	69.9	65.7	58.4	60.0
Reading	72.2	64.5	62.3	58.3	58.2
Language Arts	71.1	68.2	72.7	59.1	64.2
Mathematics	70.0	67.6	56.7	55.0	53.9

Grade: **Second**                      Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999    Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Second</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	30/32	27/30	24/24	37/38	21/23
Percent Tested	94%	90%	100%	97%	91%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	73.9	69.4	73.2	67.1	66.3
Reading	65.0	62.6	66.2	62.5	60.0
Language Arts	68.2	71.7	74.2	63.8	71.0
Mathematics	77.7	68.1	72.6	69.3	63.5

Grade: **Third** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Third</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	29/30	26/26	34/34	20/24	25/30
Percent Tested	97%	100%	100%	84%	83%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	71.0	69.6	69.9	67.8	66.8
Reading	71.8	64.7	65.5	65.6	68.0
Language Arts	68.5	68.3	71.3	66.9	65.0
Mathematics	66.6	69.1	68.4	66.4	63.6

Grade: **Fourth** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Fourth</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	23/25	34/34	21/24	28/28	30/32
Percent Tested	92%	100%	88%	100%	94%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	70.0	69.2	67.0	65.3	71.6
Reading	65.4	63.6	63.6	63.3	64.0
Language Arts	69.2	70.3	64.8	66.2	71.6
Mathematics	70.5	69.6	67.5	63	73.9



Grade: **Fifth** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Fifth</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	34/34	23/24	26/27	32/32	31/33
Percent Tested	100%	96%	96%	100%	94%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	69.6	69.4	68.6	73.0	70.1
Reading	65.0	64.7	67.7	70.8	68.1
Language Arts	65.8	66.8	66.3	71.1	68.4
Mathematics	73.6	71.0	66.5	69.8	68.3

Grade: **Sixth** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Sixth</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>	25/25	29/30	35/36	33/33	23/26
Number Tested/ Number in Grade	100%	97%	97%	100%	88%
Percent Tested					
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	69.8	67.4	72.8	71.4	71.3
Reading	68.1	66.8	69.9	70.3	66.3
Language Arts	69.8	67.9	70.8	72.7	71.0
Mathematics	64.6	63.5	71.9	66.0	71.5

Grade: **Seventh** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Seventh</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	29/29	30/33	30/30	29/29	17/20
Percent Tested	100%	91%	100%	100%	85%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	67.1	75.8	72.9	71.8	71.8
Reading	64.9	71.7	71.3	68.1	66.7
Language Arts	66.7	73.8	71.2	70.2	69.5
Mathematics	64.6	72.7	69.2	70.8	72.4

Grade: **Eighth** Test: Comprehensive Test of Basic Skills, TerraNova Edition

Publication Year: 1999 Publisher: CTB McGraw Hill

Scores are reported here as **NCEs**

<b>Eighth</b>	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Testing Month	May/June, 04	May, 03	May, 02	May, 01	May, 00
<b>SCHOOL SCORES</b>					
Number Tested/ Number in Grade	35/35	32/33	28/28	21/21	18/19
Percent Tested	100%	97%	100%	100%	95%
Number of students alternatively assessed	0	0	0	0	0
Percent of students alternatively assessed	0%	0%	0%	0%	0%
Total Battery Score	73.7	69.0	73.6	69.1	79.8
Reading	70.7	67.4	69.3	66.7	75.1
Language Arts	73.1	70.0	72.5	67.3	77.8
Mathematics	69.6	65.2	69.8	67.4	74.7

## CTBS COMPLETE BATTERY

## Class Record Sheet

Class: NO NAME

Grade: 8.7

**Purpose** This report provides a permanent record of test results for students in a class, and for some other specified group, and summary data. The results may be used to evaluate individual and group achievement compared to the nation, determine overall performance, and identify areas of strength and need.

REPLACEMENT REPORT: OCT 99

o. of Students: 35

Form/Level: B-18

Test Date: 05/11/04  
M: 31  
Scoring: PATTERN (IRT)  
Norms Date: 1996

chool: YESHIVAT RAMBAM  
istrict: YESHIVAT RAMBAM

City/State: BALTIMORE, MD


**CTB**  
**McGraw-Hill**

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CTBID: 04177M104730001-03-00014-000585

**2004-2005 No Child Left Behind - Blue Ribbon Schools  
Program**

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*U.S. Department of Education*

**Cover Sheet**

Type of School: ☒ Elementary ☒ Middle ☐ High ☐ K-12

Name of Principal Dr. Rita Shloush, Head of School

Official School Name Maimonides Academy/Yeshivat Rambam

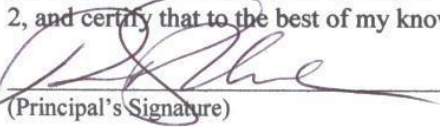
School Mailing Address 6300 Park Heights Avenue  
Baltimore, Maryland 21215-2906

County (no county) School Code Number\* NA

Telephone (410) 358-6091 Fax (410)- 358-4229

Website/URL: <http://www.yrambam.org/> E-mail: [shloushr@yrambam.org](mailto:shloushr@yrambam.org)

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

  
(Principal's Signature)

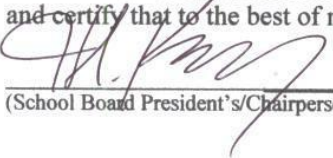
Date

1/28/05

Name of School Board  
President/Chairperson

Mr. Harry Kozlovsky, President of the Board of Trustees

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

  
(School Board President's/Chairperson's Signature)

Date

1/28/05

*\*Private Schools: If the information requested is not applicable, write N/A in the space.*